EVALUATION OF PROFESSIONAL PRACTICE • **FOR TEACHERS**

Introduction

The Wisconsin Educator Effectiveness (EE) System includes multiple measures of professional practice and student outcomes. Within the EE System, Charlotte Danielson's *Framework for Teaching*© forms the foundation for the measures of professional teaching practice. During the 2013-14 pilot phase, state-of-the art technology based on the *Framework for Teaching* called Teachscape© is available to help districts carry out the evaluation process. This brief highlights the main features of the measures of teacher practice—and the comprehensive, online platform that will support the EE process.

Evaluating Professional Practice

Charlotte Danielson's 2013 *Framework for Teaching* is a research-based model for assessing and supporting teaching practice that is aligned to the Common Core State Standards and the InTASC Standards.[i] The *Framework for Teaching* organizes the complex act of teaching into four domains (Planning and Preparation; The Classroom Environment; Instruction; and Professional Responsibilities) which are further subdivided into 22 components that are each defined by a four-level scoring rubric.

Research on the Framework

The *Framework for Teaching* has been researched extensively over the past decade, including being a cornerstone of the highly anticipated Measures of Effective Teaching Project[ii] (known as the MET study). This 3-year study, a partnership between 3000 teacher volunteers and dozens of independent research teams, was designed to determine the best ways to identify, develop and support effective teaching. This study demonstrated that differentiated teaching performance can be measured reliably and with validity. In particular, the study showed that ratings based on the *Framework for Teaching* can identify teachers who produce higher (or lower) student achievement results. These results are important. With this information, schools and districts can target support for teachers with lower ratings. Teachers with higher ratings may be tapped for leadership opportunities, such as providing support to new or struggling educators.

Evidence-Based Evaluation of Professional Practice

The *Framework for Teaching* defines four levels of performance for each component. The levels of performance describe teaching practice determined using evidence gathered through classroom observations, artifacts (such as student work samples), and conversations about professional practice between the teacher and evaluator. Using these evidence sources, teachers and evaluators can make informed judgments about performance to guide professional development and evaluation decisions.

Trained and Certified Evaluators

Teachers will be evaluated by their supervisors, typically their school principal. All evaluators must be licensed, trained and certified before conducting evaluations. The Department of Public Instruction will provide comprehensive trainings for measuring teacher practice. Training will include an orientation to the EE System; an in-depth review of the *Framework for Teaching* and the evaluation process; how to conduct fair and consistent evaluations; as well as training on the Teachscape system, which is where evaluators must take an assessment to become certified evaluators (see below). In addition, schools may choose to train Effectiveness Coaches to support teachers in their practice, and/or in the evaluation process itself.

Teachscape©:

The state provides Teachscape licenses to districts. Teachscape, DPI, and CESA Implementation Coaches provide training on Teachscape. Teachscape is an integrated, secure platform to help train teachers and evaluators, and facilitate the evaluation process. Teachscape includes the following components:

- *Framework for Teaching* Effectiveness Series: in-depth, video-based training on the rubric
- Teachscape *Focus:* an observation, training and certification system for evaluators;
- Teachscape *Reflect* Live: an interactive tool that manages both formal and informal observation processes
- Teachscape *Learn* System: video-rich professional learning system for educators directly aligned to the *Framework for Teaching* and customizable to individual educators.

To view Teachscape and request a demo account, please visit: www.teachscape.com/wisconsin.

School & District Support

Teachers will have access to ongoing support in a variety of ways. First, there are collaborative activities between the teacher and evaluator, including a goal setting process and development of an Educator Effectiveness Plan. Second, evaluators are expected to provide on-going formative feedback to teachers based on observations and data collection. Third, both teachers and evaluators will have access to the Teachscape platform for support on the *Framework for Teaching* and related professional development materials. Teachers can work with peers to provide feedback and may choose to obtain the assistance of an Effectiveness Coach, who can help explain and facilitate the evaluation process, and/or identify resources for targeted professional growth on a one-to-one basis. Finally, schools and districts will be able to analyze teacher evaluation data to target common professional development opportunities to areas of need across groups of educators. DPI has developed training materials for teachers outlined in the Implementation Training Timeline.

Use of Teacher Evaluation Results

Results from the evaluation process inform revisions to performance goals and the teacher's Educator Effectiveness Plan for the following year. This cycle of continuous improvement, allowing for targeted professional development, collaboration among educators and other mechanisms to support professional practice are focused on the ultimate goal of improving student outcomes. Ultimately, results from the evaluation of teaching practice will be combined with multiple measures of student and school outcomes to generate the educator's summative rating. The combined measures will inform formative and summative purposes. During the Pilot, evaluation results may not be used for employment purposes or other high-stakes decisions. Starting in 2014-2015, DPI recommends districts consult their legal counsel and discuss the following considerations prior to using Educator Effectiveness to inform Human Resource Decisions.

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[i] Council of Chief State School Officers (2010). The interstate teacher assessment and support consortium (InTASC). http://www.ccsso.org/resources/programs/interstate_teacher_assessment_consortium_(intasc).html
[ii] Bill & Melinda Gates Foundation (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET project's three-year study. http://www.metproject.org